*What are Formative Assessments and Why Should We Use Them?*

By: Judith Dodge

**Three**

1. Assessments should be a tool utilized to benefit students as well as teachers.
2. Typically, assessments are viewed as summative, weighing heavily on individual results. However, this article noted that formative assessments can be formulated in variations: individual, partners, small groups, and even whole groups to assist with evaluating day to day learning.
3. Judith Dodge has written a book titled 25 Quick Formative Assessments for a Differentiated Classroom which may be extremely helpful with providing insight on a number of formative assessments needed to enhance student achievement.

**Two**

1. As a leader, I should keep a log on how each individual is progressing.
2. Different types of assessment strategies should be utilized to gather evidence of learning: charts, summaries and reflections, collaborative activities, and graphic organizers, lists, etc.

**One**

1. Knowing the quantity of information expected for students to cover, how do you formulate time for students to have a second opportunity to demonstrate success on each skill?

*Assessment for Learning: A Key to Motivation and Achievement*

By: Rick Stiggins

**Three**

1. An assessment should provide a clear indication to students on how to improve. This builds the student’s self-esteem, and motivates students to keep trying.
2. Student’s emotional reaction to test results determines what the students will do next: give up or strive harder.
3. Essentially, students should be provided a visual of what success looks like, a visual on what is not proper, ways to measure where they are, and a mechanism on how to grow towards excellence.

**Two**

1. I should not use a single score alone to provide feedback.
2. Before administering an assessment, evaluate the quality of the assessment.

**One**

1. When I administer detailed results from assessments to my pupils, and the results are not promising, how do I promote students to stay encouraged?